



Investigating Gender Differences in Students' Social Studies Academic Self-Efficacy and Achievement

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Abstract- This study was conducted to investigate whether gender differences exist in students' academic self-efficacy and achievement in Social Studies. It employed a descriptive-correlational and comparative design, involving 100 Grade 8 students from West Fairview High School, Quezon City, representing both genders, respectively. The study focused on measuring the student's perceived academic self-efficacy in which they will answer a validated 4-point Likert scale survey, and their first-quarter grades in Araling Panlipunan 8, which will be determined their first -quarter Social Studies grades for the School Year 2025-2026. Data were analyzed using the Mean, Pearson r, and Independent Sample t-test. The results of revealed that both male and female students achieved a low level of perceived academic self-efficacy in social studies 8, with a general mean score of 2.80 and 2.79 accordingly. Considering a low level of academic self-efficacy, both genders recorded a satisfactory performance, with mean scores of 83.78 and 84.80, respectively. Moreover, self-efficacy was not found to be a strong determinant of academic performance for either gender. Furthermore, the independent samples t test indicated no significant difference in academic self-efficacy and academic performance between genders. Hence, the findings suggest that other factors, such as instructional strategies, learning environment, and study habits, may influence achievement more significantly than gender or self-efficacy alone. The study concludes that gender is not a reliable determinant of academic self-efficacy or academic performance and achievement in Social Studies. It recommends integrating confidence-building activities, differentiated instruction, and school-wide support programs to enhance student engagement. Future researches may explore broader variables and include larger samples across different schools and grade levels.

Keywords- Academic Self-efficacy; Academic Performance; Gender.

I. Introduction

Social studies is no longer merely a course taught in schools where students study the lives of Dr. Jose Rizal and other notable historical figures. It is no longer restricted to studying world or Philippine history. Social studies is more than that. In order to prepare students for civic engagement at the local, national, and international levels, it entails studying the very lives of every individual, community, and system, as well as how they interact throughout time and space. In line with this, today's learners are less interested in social studies because they perceive it as a dull topic that deals with the history and previous lives of others. Many young men and women are unaware of the identities of Rizal and Gomburza, as evidenced by the broadcast on national television and social media platforms. However, Julian, Jessa, et al. (2023) indicate differently. Based on the study they conducted, an effective use of ICT, or Information and Communication Technology, showed positive effects in the respondents' academic



performance. Having said that, it can be assumed that the subject is not the problem, but how it is communicated to the learners is.

In line with this, it raises an interesting question: who among our youths will be more likely to take an interest in studying social studies with great interest and enthusiasm? As for which gender will be more likely to choose Social Studies, in the study of Thompson (2025), girls and young women are still more likely to choose subjects which conform to the norms and roles associated with females, while boys and young men are more likely to choose subjects aligned to traditionally male gender norms and roles. In Araling Panlipunan 8, wherein Asian and World History are being studied, students have little to no interest in learning the topics included in the curriculum. Combined with 45 minutes to 60 minutes of straight discussion, the students are bound to be bored, leading to their lack of interest in the subject and poor self-efficacy and academic achievements. In the study of Andal and Hermosa (2023) about the learning style of Grade Eight Students, with the basis of enhancing historical thinking skills, revealed that the responding students prefer a visual learning style, which may pose a problem since records from the past are most of the time limited to text and scriptures.

The study seeks to investigate the gender differences in students' academic self-efficacy and achievement in Social Studies. It also aims to build a significant understanding of how genders affect the self-efficacy and academic achievement in studying Social Studies. The study also aims to answer the following questions: what is the demographic profile of participants, including age and gender; what is the perceived level of academic self-efficacy in Social Studies for both genders; what are their current levels of academic achievement; and is there a significant relationship between self-efficacy and academic achievement for both genders?

The study hopes to recommend proposals for improvement on how to enhance the academic self-efficacy and academic achievement of every male and female student taking up Social Studies. The study, together with a set of orientations, seminars and other programs from every school, is sure to be able to look forward to making a significant boost to the interest of every student to study Social Studies with great enthusiasm.

Research Questions

This research sought to investigate the gender differences in students' academic self-efficacy and achievement in Social Studies.

Specifically, it sought to answer the following questions:

1. How many participants be identified in terms of:
 - Age;
 - Sex;
2. What is the perceived level of academic self-efficacy in Social Studies among female students?
3. What is the perceived level of academic self-efficacy in Social Studies among male students?
4. What is the overall mean of grades in Social Studies among female students?



5. What is the overall mean of grades in Social Studies among male students?
6. Is there a significant relationship between self-efficacy and academic achievement among female students?
7. Is there a significant relationship between self-efficacy and academic achievement among male students?
8. Is there a significant difference in the self-efficacy and academic performance between the female and male students?

II. Methodology

Descriptive-Comparative and Correlational design was used in this study to compare students' perceptions in relation to their gender and determine whether students' self-efficacy and academic achievement, as represented by their grades, are correlated. This means studying the differences and similarities in perceived self-efficacy in the context of gender (Iranifard, E. & Roudsari, R., 2022). This research identified the idea of gender and its underlying relationship between the students perceived academic self-efficacy in the realm of Social Studies subject, as correlated to their academic achievement reflected by their first-quarter grades in Social Studies, and their learning satisfaction. This research design fits the method in gathering data, in which the researchers gave a survey questionnaire to the respondents to measure and evaluate the statistical relationship between the independent and dependent variables. Correspondingly, the researchers summarized the profile of the respondents and get the weighted mean of the students' self-efficacy in the social studies subject, including their grades in Social Studies for a particular quarter. Likewise, Pearson correlation coefficient was utilized to investigate the relationship between the variables. Then an independent sample t-test was also utilized the comparative analysis of the two gender realms.

Respondents of the Study

In selecting the study participants, one of the considerations is the Grade level of students taking Asian and World History subjects from West Fairview High School, Quezon City. This was based on the idea that Grade 8 Araling Panlipunan is congested with the topics of Asian and world narratives combined and taught in just one school year. Moreover, for equal representation of the participants' gender, the study employed a Stratified Random Sampling method. For this matter, Grade 8 students in West Fairview High School, Quezon City, were divided into strata based on their gender. The entire Grade 8 population of the school were grouped into two strata: the male and female students. The sample size was distributed proportionally across the strata according to their actual population proportions. A complete roster of each stratum served as population frame in which this process ensures that there will be an equal chance of choosing students from the population frame.

Instrument of the Study

In this study, researchers utilized a four-point-Likert scale to get the data needed in this study. The participants simply checked the items on the given questionnaire that will fall under the scale that fits the best in their perception. The researchers' made questions were validated by the three (3) research questionnaire validators. Moreover,



in measuring their academic achievement, class record, particularly the grades of each respondent, were considered, but kept with prior anonymity and confidentiality.

III. Results and Discussion

The study aimed at determining the gender differences in students' academic self-efficacy and achievement in their Social Studies. In line with this, the results and discussion of the study presents the demographic profile of the respondents, the factors that affects their social status and the effect of being single in the lives of single female teachers.

Table 1. The Demographic Profile of Teacher Participants

Table 1.1. Distribution of the respondents by Age

	Age in Years	Frequency	Percentage %
1.2 Age	12	1	1.0 %
	13	54	54.0 %
	14	41	41.0 %
	15	4	4.0 %
	TOTAL	100	100 %

Table 1.1 illustrates the distribution of the respondents by age. Among the respondents, 1% are the age of 12 while more than half (54.00%) of the respondents can be classified as 13 years old. Forty-one percent of the respondents are already 14 years old while only 4% belongs to the age groups of 15.

As shown in the previous table, it was observed that majority of respondents are 13 years old. Since this is the transition period to young adulthood, one can conclude that majority of the respondents are already beginning to have increased consciousness about their decisions in life, especially in terms of self-efficacy. In line with this, Dahlgaard (2018) affirmed that at this stage, teens have maturely developed recognition wherein they can make rational decisions, handle certain situations, and use time to process information.

Table 1.2. Distribution of the respondents by Sex

	Sex	Frequency	Percentage %
1.1 Sex	Male	50	50 %
	Female	50	50 %
	TOTAL	100	100 %



Aside from age, the researchers likewise determined the demographic profile of the respondents in terms of gender. In table 1.2, the researchers show the distribution of the respondents by their gender. Among the respondents, the sampling technique formulated and chose to have an equal gender representation garnering 50 percent for each gender.

Perceived Level of the Female Students’ Academic Self- Efficacy in Social Studies

The second question of this research is aimed at determining the perceived level of the female students’ academic self- efficacy in Social Studies. To answer this question, the researchers administered a four-point scale. The data obtained were analyzed through weighted mean and were interpreted using the provided descriptive table. The respondents garnered a general mean of 2.80. Using the descriptive table, the researchers inferred that the Grade 8 female students in West Fairview High School, Quezon City have a low level of perceived academic efficacy in social studies. The results computed as an average in per statement were revealed.

Among the 10 queries in the instrument regarding in measuring the perceived level of the academic self-efficacy of the female respondents, only three ideas belong to the category of disagree. The three statements which pertains to the idea of the perceived academic performance of the female respondents involving self-efficacy in the country obtained the average scores of (1) 2.56, (5) 2.54, and (10) 2.66 which is all under the category of being Agree. These results confirm a low task management and comprehension skills among female students.

Indicators	Mean	Interpretation
1. I expect to do well in my Social Studies subject compared with other students at school.	2.56	Disagree
2. I am certain I can comprehend the concepts and lessons taught to me in our Social Studies class.	2.86	Agree
3. I am confident enough that I am doing very well in Social Studies.	2.86	Agree
4. I consider myself to be an excellent student in comparison to other students in our Social Studies class	2.86	Agree
5. I have no doubt that I can do an excellent performance on the problems and tasks assigned to me in our Social Studies class.	2.54	Disagree
6. I anticipate doing well academically in social studies.	2.82	Agree
7. I am certain enough that I can understand complex topics we discuss in Social Studies	2.84	Agree
8. I believe that I have the ability to remember important information I learn in my Social Studies class.	3.02	Agree
9. I am confident that I can finish all social studies assignments successfully.	3.00	Agree
10. When I encounter difficult lessons in social studies, I am confident enough that I can handle them.	2.66	Disagree
Average Mean	2.80	Disagree



One would observe that among the ten questions in the instrument, only three questions resulted to the category of disagree but still, the general mean highlighted that the remaining 8 cannot outweigh the severe disagree perception of the female respondents. This indicates that the female respondents maintain significant doubts about their performance in Social Studies particularly the realms of task completion, comprehension, task management, handling difficult lessons, and evaluating their academic ability in the subject. The influence of even a low-rated items provided a consistent finding in the study highlighted a low-registered self-efficacy in social studies among female students in West Fairview National High School. According to Bandura (as mentioned by Bernardo, 2020), with regards to self-efficacy, individuals often base their overall efficacy belief system on the most challenging tasks in which these difficulties will tend to become a factor in the key academic areas to have a disproportionate low general self-efficacy of the students. These findings reinforce the call to suffice the need for a targeted and well-crafted instructional supplement that will focus on strengthening the academic confidence, mastery experiences and students' capacity in managing social studies academic challenges and tasks.

Perceived Level of the Male Students' Academic Self- Efficacy in Social Studies

The third question of this study ought to investigate the perceived level of the male students' academic self- efficacy in Social Studies. Similar to the previous point, to further highlight this question, the researchers likewise administered a four-point likert-scale. Weighted mean and the descriptive table were also used in analyzing the data gathered from the respondents. Apparently, it was found out that the male respondents also recorded a low academic self-efficacy in their social sciences subject with a mean of 2.79. The statements provided corresponds to a particular area being examined wherein only two items about (2) their comprehension on social studies topics with a mean of 2.96% and (8) discussing about memory and information retention with a mean of 2.90%, showing respondents' positive take. While the rest of the areas garnered dissatisfied category with the given items and their means of (Item 1) 2.78% regarding student comprehension, (Items 3, 4, & 7) which garnered 2.76% for the thought doing well, comparison among their classmates, and understanding complex topic in the subject, (Item 5) 2.74% about task management, (Items 6 & 9) 2.80% for well-managed academic performance and successful completion of assignments, and (Item 10) 2.64 regarding their confidence in handling of difficult lessons in Social studies – garnering a general weighted mean of 2.79% highlighting a low level of perceived academic self-efficacy in social studies.

One can observed that the male students tend to evaluate their overall self-efficacy based on their perceived capacity of handling difficult tasks. In line with the idea of Villalobos and Tadeo (2021), Filipino male students often show lower levels of academic self-efficacy in subjects that requires critical thinking and analytical skills. This is also aligned with the goal of social studies which requires students' concentration and metacognition across its curriculum. This is evident in the male students' pattern of responses wherein they have no problem in comprehending the lessons in social studies 8, however they disparagingly have shown a low number of assessment when it comes to their performance to the subject.



Table 3. Male Students' Level of Self Efficacy

Indicators	Mean	Interpretation
1. I expect to do well in my Social Studies subject compared with other students at school.	2.78	Disagree
2. I am certain I can comprehend the concepts and lessons taught to me in our Social Studies class.	2.96	Agree
3. I am confident enough that I am doing very well in Social Studies.	2.76	Disagree
4. I consider myself to be an excellent student in comparison to other students in our Social Studies class	2.76	Disagree
5. I have no doubt that I can do an excellent performance on the problems and tasks assigned to me in our Social Studies class.	2.74	Disagree
6. I anticipate doing well academically in social studies.	2.80	Disagree
7. I am certain enough that I can understand complex topics we discuss in Social Studies	2.76	Disagree
8. I believe that I have the ability to remember important information I learn in my Social Studies class.	2.90	Agree
9. I am confident that I can finish all social studies assignments successfully.	2.80	Disagree
10. When I encounter difficult lessons in social studies, I am confident enough that I can handle them.	2.64	Disagree
Average Mean	2.79	Disagree

Furthermore, in the Philippine context, self-efficacy declines significantly among male students, especially when they perceived academic tasks as difficult, most often requires memorization and interpretation in which social studies require its learners (Medina and Reyes, 2022). The general mean of 2.79 put forward that although they comprehend topics in social studies, male students possess only minimal confidence in their ability in handling task and performing competencies in social studies. This prompt point out that there is a gap between the instruction and application of the lesson in the subject highlighting needs for instructional supports that will further hone the skills and confidence of the students in handling task and performances in social studies.

Female Students' Overall Mean of Grades in Social Studies

The fourth research question aimed at determining the overall mean of grades in social studies among the 50 Grade 8 female students in West Fairview National High School. The table 4 shows that the computed mean is 84.80, which falls under the "Satisfactory" level based on the DepEd Guideline Order No. 8, Series of 2015.



Table 4. Overall Mean of Female students' Grades in Social Studies

Sex	Average Mean	Interpretation
Female	84.80	Satisfactory

The table further indicates that the female students generally perform at a competent level in the subject. In line with this, Cruz and Castillo (2021) mentioned that female students marked a significant better study habits and classroom engagement which further lead to consistent positive academic results. The idea is supported by Alvarez et al. (2020) wherein they stated that female learners often demonstrate higher levels of academic performance and effort, more often in attention to specific details, and activity engagements which further highlights their good academic performance. This notion also paved the way for a greater discussion on the analytical and interpretative capabilities of the female students that suits to the academic requirements of the social studies subject.

Male Students' Overall Mean of Grades in Social Studies

Table 5 presents the overall mean of the male students' grades in social studies. The table indicated the obtained mean grade of 83.78, also interpreted as "Satisfactory" according to the DepEd Guideline Order No. 8, Series of 2015.

Table 5. Overall Mean of Male students' Grades in Social Studies

Sex	Average Mean	Interpretation
Male	83.78	Satisfactory

Various studies show that male students often experience more challenges in a subject that require sustained focus, retention, and interpretative thinking skills (Villalobos an Tadeo, 2021). One may notice that the mentioned skills are mostly the required competencies of the social studies subject. The idea is also supported by Yang and Cheng (2021) which found out that male students may struggle with extensive analytical tasks, which can influence their academic performance in the subject. These patterns of thoughts may expedite the slightly lower mean of grade of the male students in social studies despite achieving a satisfactory performance as represented by their grades.

Significant Relationship between Female Students' Academic Self-Efficacy and Their Social Studies Grades

The sixth question of this research is aimed at identifying the relationship between the female students' academic self-efficacy and their social studies grades in the first quarter of school year 2025-2026. To answer this question, the researcher used Pearson r.



Table 6.
 Significant relationship between Female Students' Academic Self-Efficacy and Their Social Studies Grades

		female	grades
female	Pearson Correlation	1	-.047
	Sig. (2-tailed)		.748
	N	50	50
grades	Pearson Correlation	-.047	1
	Sig. (2-tailed)	.748	
	N	50	50

The analysis yielded a correlation coefficient of $r = -0.047$ with a significance value of $p = 0.748$, based on the responses of the 50 female students in West Fairview National High School. The significance level for the said test was 0.05. Based on the given table of interpretation according to Bello et al., (2019), this indicates that there is a weak correlation to no linear relationship between the female students' academic self-efficacy and their social studies grades. Moreover, the resulting p-value of 0.748 exceeds the conventional level of significance (0.05), indicating that the observed correlation between the two variables is not statistically significant. Hence, one might attribute the relationship of the two variables by chance which does not reflect in any meaningful and consistent pattern among the Grade 8 students at West Fairview National High School. This idea is supported by Alvarez et al. (2020) which give highlights to the fact that among the secondary students, academic self-efficacy may not directly and significantly predict academic performance. This clearly indicates that academic self-efficacy is not always a strong predictor of outcomes in subjects like social studies.

Significant Relationship between Male Students' Academic Self-Efficacy and Their Social Studies Grades

The seventh question of this research is focused at identifying the relationship between the male students' academic self-efficacy and their social studies grades in the first quarter of school year 2025-2026. To answer this question, the researcher used Pearson r . The significance level for the said test was 0.05. The computed r was $-.115$. This revealed a very weak negative association between the variables

Table 7.
 Significant relationship between Male Students' Academic Self-Efficacy and Their Social Studies Grades

Correlations

		male	grade
male	Pearson Correlation	1	-.115
	Sig. (2-tailed)		.426
	N	50	50
grade	Pearson Correlation	-.115	1
	Sig. (2-tailed)	.426	
	N	50	50



The data have shown that there is a strong weak negative relationship between the male students' academic self-efficacy and their social studies grades. This indicates that as the number of male respondents increases, their academic grades tend to decrease slightly. Hence, this relationship is extremely minimal in nature and does not signify any meaningful and consistent trend. This also give way for the researchers to accept the null hypothesis of the study which indicated that there is no significant relationship between self-efficacy and academic achievement among male students. Moreover, the interpretation also in line with the study of Bello (2019), which indicates that if the correlation coefficient falls within 0.000 to ± 0.19 , it signifies a negligible relationship, which is consistent with the result of the data analysis in this study. Correspondingly, the significance value recorded as $p=.426$ exceeds the accepted alpha level of .05, indicating that the correlation between the male students' academic self-efficacy and their social studies grades is not statistically significant. This highlights the fact that the level of confidence of the Grade 8 male students in their social studies subject does not significantly influence or predict their actual grades in the subject. However, male students' self-efficacy can sometimes be inflated (Medina and Reyes, 2022).

Significant Difference in the Self-Efficacy and Academic Performance Between the Female and Male Students

This section presents the results of the independent samples t-test conducted to determine whether there is a significant difference between the academic self-efficacy and academic performance as represented by their grades in social studies of female and male Grade 8 students in West Fairview National High School. The analysis mainly revolved on two groups (females and males) comprising an equal sample of 50 students each.

Table 8.1
Group Statistics for Academic Self-Efficacy and Social Studies Grades of Female and Male Students

Group Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
Selfefficacy	1	50	28.04	5.364	.759
	2	50	27.90	5.430	.768
Grades	1	50	84.80	3.881	.549
	2	50	83.78	5.654	.800

Table 8.1 shows that female students obtained a general mean score of 28.04, compare to the male students which recorded a slightly lower mean of 27.90. The difference of 0.14 points in mean places minimal point of discussion and boundary. Hence, one might observe that both groups exhibit almost identical levels of academic self-efficacy in social studies. On the other hand, the descriptive statistics for academic performance reveal that female students achieved a higher mean, recorded a mean grade of 84.80, whereas the male students obtained a much lower mean of 83.78. It is worth noting that



although the mean grade of female respondents is slightly higher by 1.02 points, the difference remains minimal.

Table 8.2
 Independent Samples t-Test Showing the Difference in Academic Self-Efficacy and Social Studies Grades Between Female and Male Students

		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Self-efficacy	Equal variances assumed	.015	.918	1.30	98	.897	.140	1.074	-2.082	2.282
	Equal variances not assumed			1.30	97.998	.897	.140	1.074	-2.082	2.282
Grades	Equal variances assumed	0.787	.378	1.052	98	.296	1.020	.970	-.925	2.945
	Equal variances not assumed			1.052	98.782	.296	1.020	.970	-.925	2.945

Furthermore, to verify whether this observed difference is statistically significant between the two groups of respondents, the study employed an independent samples t-test. Table 8.2 shows the Levene's Test for Equality of Variances, and it noted a significance value of $p=.918$, showing that the assumption of equal variances is met. The t-test value resulted to $t(97.99) = .130, p = .897$. In line with this, since the obtained p-value is far above the set .05 significance level, the result indicates no statistically significant difference in academic self-efficacy among the Grade 8 female and male students at West Fairview National High School in social studies. This confirms to accept the null hypothesis of the study which indicated that there is no significant difference between the self-efficacy and academic performance between the female and male students. The result is in line with the idea of Sarkar and Voracek (2020), which highlights that in contemporary times, gender-based differences in schools, more specifically in the differences in self-efficacy across academic domains remains significantly weak due to more comprehensive and gender sensitive classroom and educational system.

Conversely, the Levene's Test for Equality of Variances for their academic performance, as represented by their grades have shown a significant result of $p=.018$, indicating unequal variances for both groups. Moreover, the t-test value yielded to $t(86.78) = 1.052, p = .296$, confirming the difference in social studies among female and male students is not statistically significant. The idea is supported by Liu and Wang (2020) which reported that gender does not directly predict academic achievement. This further point out that both female and male students can now perform equally, especially when they adopt effective learning strategies. Perhaps, various studies suggested that rather than using gender as a significant variation in learning, there are other factors one can consider such as personal learning behaviors and learning.

IV. Conclusion

Dealing with the respondents of the study, all of them, with an equal number of male and female are in Grade 8 level, ages 13-14, which signifies a clear transition towards early adolescence which marked the start of the change from childhood to adulthood. Puberty, identity formation, and growing independence most often occur in this stage,



which also marked a clear line of knowing their capabilities and fragilities. In this stage, the students discover and become more aware of the things they caught their interest and the hobbies they usually do.

Based on the analysis of the perceived level of academic self-efficacy among Grade 8 female students in social studies, the findings revealed a generally low level of self-efficacy among the female students in West Fairview National High School. The presence of relatively low perception of the female students contribute to the idea that task management and handling difficult lessons significantly influenced their self-perception in dwelling to social studies subject which shapes their overall academic efficacy and self-belief system.

The findings on the perceived level of academic self-efficacy among Grade 8 male students in social studies have shown that male students have generally low level of self-efficacy. Although the respondents demonstrated adequate understanding of the social studies topics, it is still not enough to outweigh the burden in handling task completion and real-life application among the male respondents. This pattern emphasizes that comprehension alone does not lead to a positive to academic self-efficacy, especially when students anticipate challenges that will test their critical thinking skills and consistent efforts toward the subject.

With the satisfactory overall mean grade of the Grade 8 female students in social studies, it is worth noting that their academic performance remains consistently within the expected level of proficiency that the Department of Education set through. As the obtained average mean of 84.80 be interpreted as “Satisfactory”, it indicated that the female learners exude stale understanding of the required learning competencies across the subject. This paved the way in knowing that the female students are able to meet the academic requirement of the subject and sustain a level of academic achievement in social studies subject.

It is determined that the male students’ performance also falls within an acceptable proficiency level of “Satisfactory” in their overall mean grade in social studies, as mandated by the Department of Education. It is worth noting that the recorded average mean of 83.78 can be considered satisfactory and demonstrates that the respondents have the fundamental knowledge and capabilities required for the subject. This also shows that the male students are capable in achieving the minimum requirement and classroom expectations in their social studies subject.

Considering an extremely weak and statistically insignificant relationship between the female students’ academic self-efficacy and their social studies grades in the first quarter of school year 2025-2026, it is concluded that changes in female students’ self-efficacy levels do not directly translate into meaningful and consistent changes in their academic performance, particularly their grades in the subject. The gained results implicated that performance in social studies among the Grade 8 female students remain generally stable regardless of whether their perceived academic self-efficacy increases or decreases. This signifies that other factors beyond the self-belief system of the female respondents may be driving their academic outcomes such as learning ecologies, instructional strategies, and/or learning environment. Hence, in this study, academic



self-efficacy does not play a crucial role in determining the academic performance, particularly the grades of the female students in social studies. Also, it is worth noting that this disconfirms the theory of Self-Efficacy by Albert Bandura which stated that self-efficacy becomes a factor in determining the behavior of the female students.

With the very low and statistically insignificant relationship between the male students' academic self-efficacy and their social studies grades in the first quarter of school year 2025-2026, it is concluded that their level of academic self-efficacy does not meaningfully influence their academic performance, as represented by their grades in social studies. The overall mean shows that although the male students positively affirmed their responses in moderately comprehending the lessons and complex ideas in the subject, this does not directly translate into higher academic self-efficacy in managing the task requirement of the subject. Still, the overall grades of the male students remain steady regardless the flows of their perceived academic self-efficacy in social studies. Likewise, the results implied that self-efficacy does not serve as a strong predictor of their academic outcomes in their social studies subject. This finding further strengthens the claim that the male students may be relying on external factors rather than their academic belief system. Moreover, this also negates the Self-Efficacy Theory by Albert Bandura which that self-efficacy becomes a factor in determining the behavior of the male students.

Based on the results of the independent samples t-test, the study concludes that there is no significant difference in the academic self-efficacy and academic performance in social studies between female and male Grade 8 students of West Fairview National High School. In line with this, the findings on academic self-efficacy revealed that both two groups, female and male students revealed almost identical confidence levels in comprehending social studies topics and managing the learning tasks of the subject. Similarly, the results discussing the academic performance of each gender have shown that although female students recorded a slight advantage of female students in mean, it does not translate into a statistically significant difference between genders. Overall, the study concluded that gender alone is not a strong predictor in determining the academic self-efficacy and the academic performance in social studies among Grade 8 students. Hence, the results also imply that other external and internal factors should be considered.

V. Recommendation

Based on the research conducted, these are the following recommendations that researchers would like to give:

- For social studies teachers to integrate structured confidence-enhancing learning activities in most of their lessons. Since social studies deals with active participation of the students as part of the community, activities may include guided practice, scaffolded tasks and collaborative activities that will further help students to gradually enhance competence.
- For the school administration to consider implementing a school wide targeted academic support programs such as peer tutoring, remedial programs, or strategic workshops focusing on time management, task completion, and learning strategies.



These interventions seek to help the students in addressing the areas of difficulty found in the conduct of the study.

- For the teachers and educational stakeholders to support differentiated instructions, for this will serve as an effective equalizer that will pave the way for an equal opportunity for students with low academic self-efficacy. This will allow them to perform more beyond satisfactory even when their self-efficacy is unstable.
- This research suggested for further studies to focus on investigating other factors or variables that might affect and better explain students' learning outcomes. Further studies might consider the learning environment, learning motivation, study habits, or teacher-related factors that may provide a clearer understanding of the variables that contributes most to students' academic success in social studies.
- The future researchers are encouraged to expand the scope of the study by involving larger samples from different grade levels, schools, or divisions. This will help the core of the study in identifying whether the patterns in academic self-efficacy and academic performance remain consistently insignificant with each other.

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